College News

Vol. 8 No. 30 WELLESLEY, MASS., WEDNESDAY, JUNE 9, 1909 Price 5 Cents

Dedication of the Library

Saturday, June 5, the corner-stone of the new Wellesley Library was laid. On account of rain the exercises preliminary to the laying of the stone were held in Billings Hall.

President Hazard spoke first on the very beginnings of the Wellesley library, of its special features such as the Italian collection and the early Milton editions, and of the four sources from which we have gathered our books. Mr. Fiske, the son-in-law of Prof. Horsford, Wellesley '86, to whom we are indebted for a large part of the 65,000 volumes now in the library, spoke of Prof. Horsford's interest in Wellesley, the ideals for which he stood and the influence of his life. President Hazard then stated briefly the history of the new library,—first the growing need of one building to gather together the fourteen bits that make up Wellesley's library, then the steps taken towards procuring funds and the final acquisition of the necessary sum.

With the singing of the song written by Miss Bates for the occasion the indoor ceremony closed and the actual laying of the corner-stone by Mrs. Durant, took place. The copper box placed in the corner-stone contained the following articles: Extract from one of Mr. Durant's sermons on the spirit of the College, a statement of Mrs. Durant's given in an address, a printed scheme of the Trustees concerning administration of the libraries, a map of the college grounds, Treasurer's Report, 1908, Wellesley Calendar, Directory and Alumnae Register, the last numbers of the *Magazine* and *News*, a photograph of Prof. Horsford and a photograph of the old College Hall Library. With the singing of Alma Mater and the Jubilee the stone was swung into place.

The Library
The Laying of the Corner-Stone

Tune, Spanish Hymn

Here shall the walls be wrought
  And the stately fabric gleam,
A court for the kings of thought
  And the emperors of dream.
Though the forms they wore are gone
  Like shadow of flying bird,
Their spirits are clothed upon
  With the immortal word.

Here the laurelled brotherhood,
  Like the stars in primal dance,
Shall praise what God found good,
  With golden iterance;
And the sages from east and west,
  And the prophets of burning lip,
Shall welcome us to the test
  Of their great fellowship.

Here shall be garnered the fruit
  Of the mystical cosmic tree
That gropes with its craving root
  Where the waters of wisdom be;
And the burden of hearts that broke
  Neath the oracles too sublime,
And lore of the nameless folk,
  The treasure-trove of time.

Here shall clarion voices call
  The crescent soul to joy,
And hands of healing fall
  On feverish annoy;
Visions shall come and go
  On the dreaming eyes of youth,
And here shall her chosen know
  The countenance of Truth.

KATHARINE LEE BATES.

The Alpha Kappa Chi Play

The adaptation of "Iphigenia in Tauris" by the A. K. X. in 1908 was remembered with such pleasure as to whet the appetites of those who received an invitation to a similar adaptation of "Iphigenia at Aulis" on May 29, 1909.

To present a Greek play in the original is a peculiarly difficult task. The rendering of the lines must be accurate and rhythmical enough not to shock a trained ear; their interpretation must do justice not only to the broadly human elements of the play, but to the subtler shades of feeling that are specifically the theme; for even the settings and costumes special knowledge is required. Yet in spite of all this minute study, the action must be spirited enough to hold an audience many of whom follow only by eye. To attempt this not with advanced classical students but with girls many of whom have had only high school Greek takes courage, but the "Iphigenia" has proved that it is thoroughly worth doing.

The club and their friends were disappointed by rain on May 29—but on the alternative date, May 31, the sunshine and clear air were all that could be desired. For setting the amphitheatre-like hollow in the orchard behind the barn was chosen—and the thick screen of fir trees with just the openings at centre and sides required by the Greek stage formed an ideal background.

But from the time when first Agamemnon in his purple robe made his way down between the trees all discomfort was forgotten in delight at the succession of lovely pictures. Care had been taken throughout to have the colors not only as true as possible to the somewhat conventional system used in Greek tragedy, but harmonious as well in all their varied groupings. Perhaps the most charming single group was that formed by Iphigenia in a creamy woolen stuff with gold wreath and borders, with Klytamnestra in full soft blue under a white cloak, and Achilles in ecru and dull green. The Myrmidons, too, in their earth-reds and blues over ecru called to mind colors on the Clsythoi (perfume vases) of Euripides's day. The arrangement of the costumes was for the most part taken directly from Greek sculptures.

The rendering of the lines was on the whole very distinct and firm, though the effort to keep the swing of the bimeters or tetrameters in some instances clogged a little the delivery of the thought; neither that fault nor the occasional inconsistencies in pronunciation or misplaced syllables detracted seriously from the general effect. The choruses chanted in unison and unaccompanied were altogether delightful, and while, in our present state of knowledge regarding Greek music we cannot say how nearly "correct" they were, there were at least no jarringly modern cadences. The composers, Misses Bleasby, Haids and Stanley are to be congratulated for their appreciation of the spirit of the play

For after all, the important thing behind the externals of delivery and musical and pictorial setting is the Greek spirit. And this very play though weak in dramatic construction, as Euripides's work often is, is full of characters more intensely Hellenic even than the mightier creations of Aeschylos and Sophocles. Agamemnon, striving to be the dignified and urbane ruler and to restrain ("as befits the well born") expression of his tragic conflict of feeling—ever ready to indulge in a prolonged quarrel with Menelaos, and to lament over a situation he lacks the courage to end. Achilles—a delicious combination of the soldier not afraid to vaunt his own importance, and the modest, well-bred youth; of the impetuous lover and the disputant whose chivalry is perfectly willing to listen to the words of reason,—both are personalities foreign to our modern, Teutonic conceptions. Yet Miss Locke—as Agamemnon, while always kingly, even perhaps a little too high-minded, showed appreciation of the Greek vent of selfishness, while Miss Lewis' interpretation of Achilles was perhaps the best bit of study in the whole play. Klytamnestra and Iphigenia were more familiar types. The queen, regal in bearing, has yet much of the shrewd housewife's interest in the preparations for her daughter's wedding, and of the mother's instinctive love for her child, which is slow to rise to her daughter's height of self-sacrifice. Miss Schwartz looked the part and bore herself like a queen, but was a little cold in her more intense situations. Iphigenia is the character perhaps most appealing to modern taste—the virgin martyr, whose sweet girlishness is suddenly confronted with the crushing fate of death by her own father's hand. She has a natural outburst of sorrow,—a passionate attempt to escape—then comes the recognition that by acquiescing she becomes the saviour of Hellas, and the stern joy of voluntary self-devotion. Miss Paul was perhaps not quite girlish and light-hearted enough at her first entrance, and the moment when she clasped Agamemnon's knees was not altogether graceful or convincing—but for the rest she felt the tragic import of her part and carried the hearts of the audience with her as she disappeared between the branches to become the bride of death.

Of the minor parts Menelaos and the old slave were done with dash and spirit, and the entrance of the pretty, breathless messenger was like a sudden rift of sunlight across the glow of Agamemnon's mood.

In thinking back over the afternoon one forgets the slips here and there in detail and is grateful to keep the memory of one more Greek play in that breathing reality that comes from a sympathetic presentation.

College News

THE MAUGUS PRESS

Published weekly. Subscription price $1.00 a year to resident and non-resident.

All business correspondence should be addressed to Miss Anna Brown, Business Manager, COLLEGE NEWS.

All subscriptions should be sent to Miss Sallie King.

Editor-in Chief, Kate Parsons, 1911
Associate Editor, Ruth Evans, 1911
Literary Editors, Emily Miller, Dorothy Mills
Alumnæ Editor, Elizabeth Manwaring, 1902
Business Manager, Anna Brown, 1909
Subscription Editor, Sallie King, 1909
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Elizabeth Nofsinger, 1910 Ridie Guion, 1911

"Entered as second class matter, November 12, 1903 at the Post Office at Wellesley, Mass., under the Act of Congress, March 3 1879."

EDITORIAL

It is very difficult for us, who spend most of our time in Wellesley, to realize what extraordinary work the College has been doing in some of her departments. We have no means of comparison; and it is from outsiders that we must gain the proper perspective. Mr. Walter Camp, the Yale authority, has said that the development of physical education in other colleges is due to Wellesley's pioneer work. Surely that is something to be proud of and it is not all; for not only were we first in beginning; we have kept steadily ahead. Nearly all the growth of physical education elsewhere had its seed in Wellesley; it was here that the system of measurements started, it was here first that statistics relating to physical conditions began to be collected and formulated; it was here that the system of corrective training was inaugurated; but it is useless to enumerate the many ways in which creative genius has opened the way for a new physical education. Things that seem natural, almost inevitable to us now, were not happenings involved in a long chain of circumstance but were the work, the earnest, far-sighted work of a progressive Wellesley. It is their fitness which has made these things, undreamed of elsewhere a short while ago, seem to us commonplace; and it is the spirit back of it all which has brought it to pass.

It is the spirit of the physical education department which is continually emphasized; not harped on in words but felt in the department, in the college and in ever widening circles in the world. This incomparable spirit is due to a recognition of cooperation and the square deal, the watchwords of the department. Its aim has been, as the aim of all education should be, the development, the enrichment of the individual personality. The play spirit is recognized as important and delightful in our psychological as well as in our physical development; the social rather than the competitive aspect of the sports is emphasized; and in everything there is the spirit of cooperation. If technical advance stands in the way of unity of purpose, then that advance is sacrificed—for the present, for it is to be noticed that in spite of such sacrifices it is Wellesley who leads the world of women's colleges.

But while we lead in gymnastics and sports, these are things which other colleges do have. There is something else entirely original, entirely wonderful and beautiful that no one has had since the days when the Parthenon was new; and that is our Dance. Doctor Stanley Hall of Clark University, who has watched its development with the intense interest of the psychologist who is at the same time looking for educational opportunities, has named it the Educational Dance. Most of us will see it on Tree Day, the Freshmen in the natural dance and the Seniors in the dramatic dance. The course in natural dancing at Wellesley is in a way a five-finger exercise, if one can make such a comparison for an art so free from technicalities. It cultivates a sense of bodily rhythm, the love of pure motion, in a word, the dance instinct. It perfects the body in its role of interpreter of mind, will and spirit, and establishes a direct and simple relation between that which we call soul and our physical being. A gesture, a movement is not studiedly graceful; it is the natural and after a while the inevitable correspondent of a mental state. It is expression which is sought primarily, not beauty; but perfect expression is as beautiful for the dancer as it is for the poet or the musician. This emphasis on the true object of the dance, expression, is one of the points which distinguishes the work at Wellesley from anything of our modern times.

While the natural dance gives expression to two of the basic instincts of humanity, dramatic dancing adds a third—the dramatic instinct. The dance drama is one of the oldest of the arts, and one of the most misrepresented in revivals. At Wellesley it is not a revival of outward forms but a recognition and cultivation of the essential instincts which made these forms beautiful. In the dramatic dance the health is certainly emphasized more than in the natural dance; but it is not for that more studied. The drama that is to be interpreted gives a definite form to the emotions of the dancers and therefore introduces a new element of composition into the beauty of the dance; but the dance results as directly from the dramatic emotions as it does from the simpler emotions of the natural dance.

It is impossible to give in such short space anything but the most meagre outline of the remarkable creative work which has been accomplished at Wellesley. Each year our Tree Day is more marvellously beautiful than the last. Hermann Dudley Murphy, an artist of distinction who was privileged to see the 1900 Tree Day, said: "The Senior dance drama was one of the most beautiful things that I have ever seen; I do not mean of its kind; but of all or any kinds of art. I have always wished Mr. Whistler could have seen it; he has such a keen sense of beauty that I know it would have been appreciated. I am particularly glad to see it a second time because I am hoping to get an impression for a picture." Isn't that very wonderful praise for something exclusively of Wellesley? We undergraduates wonder and exclaim and then accept it as though, after all, it were a part of Wellesley so intimately ours that to wonder or exclaim were not quite modest.

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College Calendar

Thursday, June 10. 4.30 P. M. Rowing Competition.
Friday, June 11. Tree Day.
Saturday, June 12. Tree Day alternate date.
Sunday, June 13. Service in Houghton Memorial Chapel at 11 a. m. Sermon by Doctor Floyd W. Tomkins of Philadelphia.
7 p. m. Vespers with special music.
Wednesday, June 16. Meeting of Deutscher Verein.

College Notes

The annual meeting of the Phi Beta Kappa Society for the election of officers and the initiation of new members took place in the Faculty parlor, May 29. Professor Burrell and Associate Professor Montague were initiated at this meeting.

On Wednesday at the 155th annual Commencement of Columbia University, Professor Mary Whiton Calkins received the degree of Doctor of Letters. Professor Peek, who introduced Miss Calkins, said in addressing President Butler: "It is because of her original and fruitful research and her valuable studies in her chosen field, that I now present so that she may receive the degree of doctor of letters, Mary Whiton Calkins, professor of philosophy and psychology in Wellesley College." Miss Calkins is the first woman to receive an honorary degree from Columbia since 1887 when Miss Maria Mitchell, professor of Astronomy at Vassar received the LL. D.

Crew Competition

The last of the three Rowing Competitions for the Hunnewell Challenge Cup will be this Thursday, June 10. The competition begins at four-thirty and the three upper crews will row in order up along the west shore and back. About quarter past five in College Hall Cove the winning crews will be announced, the large class cups will be given and individual tankards to the members of the winning crew. The W's will be awarded and also the caps for Novice Rowing.

Everyone come and cheer the winners!

Magazine Articles

In the *Century* for june.

A New Egyptian Discovery. A. Weigall.
Account of the finding by Mr. Theodore Davis of the tomb of Horemheb,—a great administrator of the XVIII Dynasty. (See Breaslid's Egypt.)

Louis Potter. Hildegarde Hawthorne.
Illustrations of work by one of our younger American sculptors.

The Reminiscences of Augustus St. Gaudens.
This section deals with the Sloan Memorial, the Adams Monument and the Stevenson relief, among others.

The Conservation of the Defective Child. Marion Hamilton Carter. June McClure's. A review of the interesting work of the Hospital School and its experiences with defective children with the conclusion that "First or last, society must pay the bill!"

George Meredith. Outlook, May, 1909.
A meagre sketch of his life and work. His work is criticised as being too purely intellectual in its appeal.

The Jacob Riis Neighborhood Settlement. J. Riis. Public Opinion of the Outlook. May 29. A quick appeal for not only interest in his work in New York City but for substantial funds from the public. Slight in content but of interest in that it gives a flash of the man's work.

The Alaska-Yukon-Pacific Exposition at Seattle. Review of Reviews. June.
Of interest to those who contemplate the north-western trip for this summer. Rather statistically stated, the purpose and scope of the Exposition, Alaska-Yukon's contribution. In the same connection the following:

Seattle, A Metropolis built in a Single Generation. Review of Reviews. June. Hon. Richard A. Ballinger.
Mr. Ballinger, present Secretary of the Interior was Mayor of Seattle 1904-6.

The Story of Four Strenuous Years. Francis E. Luepp.

Experiences of a Woman Indian Agent. Clara D. True. Outlook, June 5.
An intimate account of the management of Indian affairs since 1905. Mr. Luepp is United States Commissioner of Indian Affairs.

The Novels of Robert W. Herrick. W. D. Howells. North American Review. June.
Though giving almost no ideas of the man's style, it suggests enough of the subject matter, the social, moral and individual questions of which Mr. Herrick treats, to make it worth while.

George Meredith. Stuart P. Sherman. Nation. June 3.

The Socialism of G. Lowes Dickinson. Paul E. More.
Of interest to those who heard Mr. Dickinson speak at Wellesley this year or who are familiar with his books. Mr. More, who is literary editor of the *N. Y. Evening Post*, is well known as the author of the Shelburne Essays.

Continued on page 6

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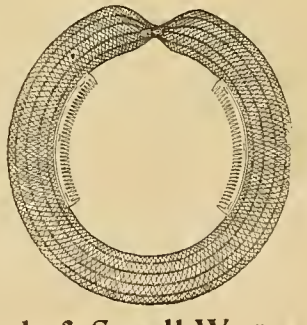

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1911 Crew Song

Tune:—Nevin's Gondolier Song.

I.

Onward Wanero!
Speed o'er the waves like a sunbeam,
Nineteen Eleven to cheer you,
Nineteen Eleven to steer you.
Safe be your voyage
Bright lies the course just before you
Conquer for Nineteen Eleven,
Sped on by her gallant crew.

II.

Golden the sunset,
Golden the light from your banner
Gold thoughts the pansy would send you
That best of luck may attend you,
On o'er the waves then,
Never a cloud to portend you
Conquer for Nineteen Eleven.
Sped on by her gallant crew.

PERSIS PURSELL, 1911.

Silver Bay Conference

The following class delegates for this year's Silver Bay Conference have been elected:—

1910 — Florence Macdonald.
1911 — Persis Pursell.
1912 — Margaret Boyle.

The following members have been elected to the Student Government Executive Board:—

1910 — Kate McGill.
1911 — Imogene Kelly.
1912 — Mildred Keim.

Prof. Macdonald's Lectures

On June 1, Professor Macdonald gave the first of a series of "Mohammed" lectures, on "Mohammed and his Life." He first explained that he would not talk primarily of the events of the prophet's life, but would attempt to go back to the character and personality of the man.

The traditions of Mohammed are many, and have passed through the ages largely by word of mouth. The Moslems feel that their leader was different from common men, but they have no way of describing him, as they have no one with whom to compare him; we can compare him with the Hebrew prophets.

At Mohammed's birth there were four great movements taking place in Arabia, and the country was ready for a new leader. Firstly, there was a great literary Renaissance; secondly, a stronger sense of nationality was rising; thirdly, the population was rapidly increasing beyond the bounds of Arabia; fourthly, there was a great religious unrest. Already, the Arabians had a conception of a supreme God under whom the tribal gods held their positions. Mecca was their one great sanctified center.

Into this world Mohammed was born. He was a poor boy, and knew all the difficulties of poverty. A sense of the sin and weakness of his people early developed in him; he began to hear voices, but feared that he was becoming possessed, finally he came to the knowledge that this was true inspiration. Mohammed must have known of the Hebrew prophets, for we find scraps of Christian services and prophecies in the Koran.

Mohammed's theology was weak. In his doctrine the fundamental facts are: the conception of the judgment day; the absolute duty of the rich toward the poor; the exercises of piety and devotion toward God. He had a strong effect upon men; he seemed to have the attraction to hold them. There was always a small congregation about him, held together by his personality. Today, we would call him a transmedium.

Mohammed must have thought of himself as a true prophet of God. He was neither politic nor a good general, but had a strange power over men. He could not have been an insincere imposter to have done what he did.

The Moslems have made of Mohammed's principles many sects, but they all agree in certain doctrines. The doctrine of his person is the most important. They all maintain that the world was made for him, and that he was, in the beginning, created as a true prophet.

Professor Macdonald's third lecture was concerned with the attitude of Mohammedanism towards Christianity. Mohammed himself, believed absolutely that he was the true messenger of God to men. He divided the world into two distinct classes; people of the Koran, and people who refused it. He evolved a theory of Revelation founded on slight knowledge, yet it was fixed and unchanging, with no idea of development. He called it Islam, yet the same faith had been preached by Moses, the Prophets and Christ.

Mohammed had no access to the Jewish law book—all that he knew he gathered by asking questions of the Christians. But they refused to tell him the truth, and he soon learned to let them severely alone.

After his death, however, the situation was changed. Knowledge of the Bible came to Moslems in many ways. First through proselytes from Christianity or Judaism, who came to their mosques. Through them, the seeking Moslems learned imaginary and wonderful legends, fictitious stories attributed to the prophets. The Moslems did not wish to study the fact themselves. They did not know Hebrew, and were too much afraid of imitating Jewish ideals.

Yet they had a second method of gaining information through controversy. Manuals were drawn up by theologians and widely circulated. At this time, no miracles were claimed for Mohammed, nor was he known to be spoken of in the sacred Jewish Tarah. The growth of this period was rapid. Traditions of miracles were forged. The people of Islam found many evidences of Mohammed in the sacred book. (Cf. Deut. 18:1-18; 33:2; Is. 21:6-9; 60:4-7.)

Thirdly knowledge came through historians who, in the eighth and ninth centuries revived Arabic science, art, history. At this time chapters of Genesis were translated.

Fourthly theologians went to the sacred book itself. They declared it to be not sacred at all, but a badly-written history, entirely a human and not an inspired production. The Bible is most reverenced, today, by the Mystics, or Dervishes.

As to the nature of Christ, the Moslem accepts many of our precepts, the conception, birth, purity, wisdom. Christ is the spirit of Allah, but is the second of all creatures, Mohammed being the first.

Novice Cup Competition

The spring call-outs for organized sports ended Tuesday, June 2, with the cup competition for novices. In accordance with the foundation principle of all Wellesley athletics the cups were awarded for excellence in health, skill and discipline. The records throughout the spring for health and discipline were considered as well as the form and skill in the actual competition. The order of a regular call-out was followed in Basket Ball and Hockey, beginning with the setting-up exercises; followed by the preliminary work, which for example, in Basket Ball, consisted in practice in handling the ball, guarding and goal-throwing. Then came the team work of the actual game. The competition in Golf was mainly a driving match, this being the part emphasized during the spring instruction. The driving done by the eight contestants came up to an exceptionally high mark. After the setting-up exercises in Running the contestants ran around the athletic field, and from their number the six who did the best work were chosen to compete together. From these six the winner of the cup was chosen. In archery particular emphasis was laid on health, discipline and form, skill being considered but slightly. At 5.15 at the West Woods field, Jeanette Keim announced the awarding of the cups as follows:

Basket Ball — Marion Kinne, 1911.
Second place — Delia Smith, 1912.
Hockey — Grace Slack, 1912.
Second place — Agnes Andrews, 1912.
Archery — Marguerite Draper, 1911.
Second place — Mildred Petit, 1911.
Golf — Hester Young, 1912.
Second place — Helen Frazer, 1911.
Running — Christine Chapman, 1912.

The judges of the competition were the captains of the teams, the heads of the sports and the instructors of each sport: Miss Fearon in Basket Ball; Miss Bacon in Hockey; Mr. Bryant in Archery and Mr. Lyall in Golf.

Free Press

I.

Now that our new Library is fast becoming a substantial building, it is perhaps not too late to speak a word about the present one. To any one connected with the present library, it is only too evident that the lack of knowledge of library rules is almost universal. Aside from a resulting disadvantage to the student, this complicates the running order of the library. Much of this might be remedied, if Freshmen were acquainted early in their college course with these rules. Since few, evidently, read the regulations sent them, a much more satisfactory way of acquainting them with the rules could be found. A short talk explaining the library system, given to Freshmen, perhaps in a class meeting, would do away with much of the prevalent confusion. Can the new Library be administered according to the standard set for it unless the Student Body co-operate in the keeping of the rules? In connection with our new Library, we wonder how many of us

realize how much we owe to Miss Pierce, who has worked so untiringly to make it a beautiful and useful building. A vote of thanks is due her from us all.

L. M. E. 1909.
E. D. P. 1910.

II.

In answer to the Free Press on Freshmen society rushing, I would say, for the sake of 1912, that the criticism was too harsh and far sweeping.

It is only an exceptional girl who comes to college with any idea of society ambition; if this is developed, it is after reaching college. This "development" is due to several things: first, the fact that Freshmen are forcefully told to maintain an unnatural silence about societies in general, also because many pins are unpleasantly evident, and, third, because of the attitude of the "obvious few" upper class girls who start the contagion.

Such a general criticism as was published is apt to make many girls self-conscious and destroy the natural friendships between Freshmen and upper class girls that are talked of as so ideal and longed for at Wellesley College.

III.

I wish to make a plea for common politeness. The acrimonious tone which has lately characterized the Free Press column, seems to me deplorable. I refer particularly to the acid remarks of "1909," in reply to a recent Free Press on crushes. I cannot agree with the writer of the original article, but certainly no one can condone the rudeness of the second.

1909.

IV.

It has seemed to me that the much discussed question of reducing the social activities of Wellesley is only a means toward an end. That end is the establishment of a more scholarly and academic atmosphere among the students. The activities in themselves are not bad; it is their effect, which detracts from the academic interests. The reduction of non-academic interests is to be considered only in so far as it will help to lay a foundation for more scholarly interests at Wellesley.

1912.

V.

In these days when the Lake might be the most attractive part of the campus, a plea should be made for each one of us to form herself into an Improvement Society. All who have spent afternoons in paddling or evenings in supper parties must have noticed the unsightly collection of paper bags, floating by from the other person's supper. All who have walked along the shore must have seen that the final destination of such remnants is the edge of the lake. It is not always the fault of college supper parties or college carelessness, yet if all our paper-bags are kept in the boats we surely shall notice some improvement.

Note on a Statue in the Farnsworth Art Museum

Wellesley is fortunate in having in the collection in the Farnsworth Art Building a marble statue of a youth, a copy of what seems to have been a fine fifth century original. The figure stood with the weight on the right leg, causing the right hip to be thrown out and the left shoulder raised, while the head drooped toward the right. The body and left side of the face are considerably weathered. The head, left leg, and right shoulder have been reattached to the body, while the nose and front of the neck have been restored, the chin having been either restored or smeared with plaster. The left leg below the knee, lower right leg including the knee, right arm and shoulder, and left arm from above the elbow are missing. The back of the head on the right side is but slightly modelled, showing that the figure might have stood in a niche.

The anatomy, especially the back, is well studied for its bony and muscular qualities. The muscles are well defined and yet less mapped out than those of the Diskobolos, for example. The torso seems to belong to the Polykleitan rather than the Attic school.

Primarily, the pose is similar to the Doryphoros and Diadumenos of Polykleitos, both of which rest the weight on the right leg, throwing the right hip out and drawing the left leg back. The pose is one that produces an impression of a deliberately chosen rhythm. The general rendering of the body, too, suggests Polykleitos. There is not the tenseness that one finds in the Attic work of the fifth century, nor the tightness of the Aeginetan sculptures; but the muscles, though powerful, are relaxed. The proportions of the shoulders to the hips, if the missing shoulder be taken into consideration, are rather Polykleitan than Attic, for the Attic athletes had broad shoulders and comparatively narrow hips.

Furthermore, the head, longer from front to back than the Attic heads, is shaped like the Doryphoros in the National Museum at Naples. The hair, again as in the Naples head, lies close to the head in long, slightly curling locks; whereas, in the Attic heads, like the Diskobolos, it stands out in an independent mass of curls, more natural in detail. The locks are parted in the center over a low forehead, whereas those in the Attic work are brushed back. Another Polykleitan touch is the way in which the hair grows in front of the ear. The character of the upper part of the head, narrow, slightly modelled with the close set eyes, round rather than long, and the arched eye-brows are Polykleitan. The drooping mouth, with the slightly parted lips, lacks the firmness of the Attic type.

In the general pose and proportions of the figure, then, and in the details of execution, the torso in the Wellesley collection

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resembles the Polykleitan work rather than the Attic; and besides this resemblance, there is a kinship in spirit. In the Attic figures, those of Myron and Pheidias, for example, there is a concentrated attention, alertness, an individuality, if not of type, at least of pose. In the Polykleitan school, and in this torso, one feels a conscious search for rhythm and a lack of interest in the characterization of the action, a rendering of beauty for the sake of the beautiful.

ANNA C. CHANDLER, '09.
MILDRED JENKS, '11.
Committee for Art 2

Magazine Articles—continued

Private Property and Personal Liberty. John Spargo. North American Review. June.
Mr. Spargo, a recognized leader of international socialism, will be remembered by many as one of the speakers at the Socialist's Convention held this winter in Boston.

Competition in College. President Lowell of Harvard. Atlantic Monthly. June.
One of the best articles thus far on the much discussed college question. A broad view of the subject, sweeping in the questions of the graduate student, the elective system, and athletics. The subject in general is the prospect "for the raising of intellectual achievement in college to its rightful place in public estimation."

Geneva and John Calvin. John Martin Vincent. Review of Reviews. June.
Occasion of the article, the commemoration of John Calvin to take place in Geneva, July 2-10, and the laying of the corner stone of "a massive international monument to the Reformation." The article gives a concise sketch of Calvin's times and the rise and growth of Calvinism.

A Southerner's View of the South. T. Roosevelt. Outlook. June 5.
Mr. Roosevelt in literary criticism. An appreciation of two novels from the pen of Mr. Warrington Dawson of South Carolina,—which embody *his* view of the South and are well known abroad but "have neither critics nor audience at home."

Willet M. Hays: Exponent of the New Agriculture. M. C. Judd. Review of Reviews. June.
A glimpse of the man's work in the advancement of agricultural schools.

Recent German Poetry. A. von Ende. Nation. May 27.

The Castle of the Order of Christ. A poem. Florence Wilkinson. McClure's. June.

Christian Association

The Membership Committee is sending out blanks to the Christian Association members of the Senior Class concerning various forms of service that are open to college graduates. Anyone desiring information about certain kinds of philanthropic and Christian work is invited to consult with the General Secretary, Miss Jane Button, in the Association office any morning.

1911 Class Social

On Saturday evening 1911 held their class social; a masquerade dance, at the Barn. In spite of the pouring rain, gentlemen and ladies, cavaliers and ghosts and even an elf appeared and spent a frolicsome evening together. The Barn Dance, Virginia reel and waltzes were supplemented by one outburst of a Hallelujia Chorus sung by four dames in poke bonnets. An accompaniment of strawberry ice continued through the evening and all present thoroughly enjoyed themselves.

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Society Notes

Phi Sigma.

At a meeting of Phi Sigma Fraternity, Wednesday, June 2, Emily Miler, 1911, was formally received into membership. The Alumnae present were: Miss Batchelder, Miss Manwaring, Alice Rossington, Marion Edwards, Marguerite MacKeller, Geniveve Washburn, Alice C. Brown.

Art Notes

Fogg Museum of Art — Loan Exhibition.
Arts and Crafts — Exhibition of silverware.
Boston City Club — Mr. Bosley's paintings.

Theatre Notes

Majestic — Lulu Glaser in " Mlle. Mischief."
Tremont — The Broken Idol.
Park — The Traveling Salesman.
Castle Square — The Geisha.

Notice

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Alumnae Notes

In addition to notes concerning graduates, the Alumnae column will contain items of interest about members of the Faculty, past and present, and former students.

Miss Mary Whiton Calkins, Professor of Philosophy, received the degree of Litt. D. from Columbia University at the Commencement exercises, on June 3. This is the first time since 1887 that Columbia has bestowed an honorary degree upon a woman.

At the wedding of Miss Florence Bement, 1906, Miss Alice Carroll, 1906, Miss Eleanor Stimson, 1906, Miss Jane Eaton, 1905, Miss Bessie Coe Champney, 1905, Miss Flora Humphrey, 1905, and Miss Gertrude White, 1908, were present, and assisted at the reception.

Miss Louise Manning Hodgkins, formerly Professor of English Literature at Wellesley, spent one hundred days in the Cairo hospital, after her accident, spoken of in a previous number of the *News*. Her stay in the hospital was enlivened by many sympathetic calls. Our Consul-General, Mr. Iddings, whose niece is in the present Junior class, was especially kind, sending his own attache, a sworded Arab gorgeous in gold and scarlet, with Miss Hodgkins and her travelling companion, Miss Margaret Evans, formerly dean of Carleton, to Alexandria, that they might be put safely on their boat, and even arranging for a man to meet them at Marseilles and see them off on the train for Paris. They sail for New York on June 6.

Miss Margaret Mills and Miss Mary Robinson, 1901, sail for Europe June 9, to spend the summer in Germany and Switzerland. Address Care of American Express Co., 9 Alsterdammer, Hamburg, Germany.

On Saturday afternoon and evening, May 29, the New York Wellesley Club gave open-air performances of a burlesque, " The Rogers Sisters at Wellesley," at the residence of Mrs. W. W. Somerville of Depot Lane, Washington Heights, for the Student Building fund.

The burlesque was designed to be a " kaleidoscopic picture " of the life at Wellesley as found by the Rogers sisters, " Freshie " and " Greenie." Quite after the fashion of the Greek drama, a chorus of " elders," in this case the upper classmen, reposed on one side of the stage and foretold the coming events. Led by the Spirit of Wellesley, portrayed by Miss Helen Cummings, in a columbine costume, the Rogers sisters, the Misses Elsie Goddard and Gertrude Knight, arrive; " Freshie " clad in startling black and white checks, with broad red bands, and long green feathers in her hat. " Greenie's " plaid was green and white, to which were added red stockings and white tennis sneakers.

The Rogers sisters are introduced to geometry and trigonometry, whereat they sing a song telling " mamma " to " take me home," for " everybody here's so hard on me," to a sobbing chorus.

Fraternities and the efforts to raise the money for the new Students' Building received due attention, while the chorus sang the joys of Tupelo, a shady nook and trysting place on the Wellesley campus. To the tune of " Mandalay " they began:

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Alumnae Notes—continued

Come ye back, you Harvard student,
Come ye back to Tupelo,
Where the painted benches grow.

The course of a student from the time when she was a " shocky, knocky Sophomore," " a happy-go-lucky, on-herself-stucky Sophomore," to her departure as a " Sophomore rushing, all Freshmen crushing Senior " was depicted in another parody.

A take-off of "The Barn Swallows," the Wellesley dramatics, gave a chance to introduce several monologues, the first by Emily Calloway, 1906, who appeared as a newsboy.

A serious presentation of the famous " likest thou the picture " scene from the " Lady of Lyons " was acted by Miss Callowell as Pauline and Miss Helen Daniels, a Wellesley girl, who made her first professional appearance as Mme. Kalish's understudy in " Monna Vanna " several years ago, was the Claude Melnotte.

Another monologue in which the gossip of a New England sewing circle warned anyone against marrying a man who hadn't " raised a gravestone for his first wife, let alone the other three," was followed by a Freshman class meeting to the tune of Integer Vitae. " May Day," with a dance, the " Ice Carnival," without the ice, and " Field Day " were next on view. Here " Greenie " Rogers inquires pathetically, " Where is the shot put?" Then there was a dramatic rehearsal, when the coach discovers none of the players know their parts, and a Tree Day Festival, to the notes of the melody in F, and the whole vaudeville closed with another clever parody.

This was the cast:—

Author of "The Rogers Sisters at Wellesley,"	Mrs. J. de Morinni
Freshie Rogers	Elsie Goddard
Greenie Rogers	Gertrude Knight
Dancers	Mrs. Hugh Wells
	Marie Dowd
Spirit of Wellesley	Helen Cummings
Imported Talent	Ida Parker
Claude Melnotte	Helen Daniels
Pauline	Emily Calloway

Chorus: Betsey Baird, Isabelle Simmons, Grace Sherwood, Mrs. Lyman Bourne, Katherine Schoepperle, Alice Ames, Alice Chapman, and Jessie Marvin. Mrs. Herbert Shonk was stage manager and Miss Sue Lum the pianist.

Engagements

Miss Emma Greenwood De Bow, 1905, to Dr. A. Nowell Creadick, University of Pennsylvania, 1904.

Miss Edith D. Dexter, 1895, to Mr. Charles N. Haskins, Assistant Professor of Mathematics at the University of Illinois.

Marriages

BROWN—WILLIAMS. June 2, 1909, in Dover, New Hampshire, Miss Marguerite L. Williams, 1908, to Mr. Philip Brown.

WITTIG—FELLOWS. June 1, 1909, in Orono, Maine, Miss Gladys Ethel Fellows, 1907, to Mr. Gustav Frederick Wittig.

RUMSEY—ALMY. June 2, 1909, in Syracuse, New York, Miss Maud Emerson Almy, 1898, to Mr. William Lacy Rumsey. At home after October 1; 2 Walworth Avenue, White Plains, New York.

LEE—TILLOTSON. May 27, 1909, at Wilkes Barre, Pennsylvania, Miss Jean Ryle Tillotson, 1907, to Mr. Edward Clarence Lee, Pennsylvania State College, 1908.

PEGRAM—BEMENT. June 3, 1909, in West Newton, Massachusetts, Miss Florence Bement, 1906, to Mr. George Braxton Pegram.

Births

January 19, 1909, in Changsha, Hunan, China, a daughter, Emily Thornton, to Mrs. Brownell Gage (Helen Howe, formerly of 1899).

May 20, 1909, at the Birds' Nest, Lawrence, Massachusetts, a daughter, Thayer, to Mrs. John Morrison Birdsall (Ruth May Milliken, 1904-06).

Deaths

May 26, 1909, at Wellesley Hills, Massachusetts, Mrs. Julia Morrill, mother of Julia Morrill Fuller, 1875-76.

May 4, 1909, in Panchgani, India, Rev. Henry J. Bruce, father of Lillian H. Bruce, 1903, and Clara H. Bruce, 1905.

Change of Address

Mrs. Edward W. Bancroft (Grace Dennison, 1897), Squirrel Road, Wellesley Hills, Massachusetts.

Mrs. Chester F. Rich (Lillian P. Smith, 1906), Elm Street, Wellesley Hills, Massachusetts.

Mrs. L. F. Reed (Mary Stevens Tidball, Special 1895-96), 40 Oak Street, Hyde Park, Massachusetts.

Mrs. S. P. Hunt (Lucy Agnes Rowell, 1892), 747 Union Street, Manchester, N. Y.